**Lesson Title: “Wolf’s Coming”**

**Gussie Marshallsea Olive Chapel Elementary**



**Audience (Content Area/Grade Level):** Grade 1

**Learning Objectives/Student Outcomes (Students will be able to know/do):**

1. Artists are often inspired by children’s books to create.

2. Animals have been a source of inspiration to artists for thousands of years. Man has been using animals to express/communicate himself since prehistoric times. (Students will view cave paintings in France created thousands of years ago).

**Visual Literacy:**

**Essential Standard:**

1.V.1 Use the language of visual arts to communicate effectively

**Clarifying Objectives:**

1.V.1.1. Identify tools, media and processes

1.V.1.2. Create original art that expresses ideas, themes and events.

1.V.1.4. Understand characteristics of the Elements of Art, including line, shapes, colors, etc.

**Essential Standard:**

1.V.2. Apply creative and critical thinking skills to artistic expression

**Clarifying Objectives:**

1.V.2.1. Recognize that artistic problems have multiple solutions

1.V.2.3. Create art from imaginary sources of inspiration.

**Essential Standard:**

1.V.3**.** Create art using a variety of tools, media, and processes, safely and appropriately.

**Clarifying Objectives**:

1.V.3.1. Use a variety of tools safely and appropriately to create art

1.V.3.2. Execute control of a variety of media

1.v.3.3. Use the processes of drawing, painting, mixed media to create art.

**Contextual Relevancy:**

1.CX.1 Understand the global, historical, societal and cultural contexts of visual arts.

**Clarifying Objectives:**

1.CX.1.1 Recognize how visual arts are used in customs and traditions of various cultures.

1.CX.1.3 Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.

**Essential Standard1:**

1.CX.2. Understand the interdisciplinary connections and life application of visual arts.

**Clarifying Objectives:**

1.CX.2.2 Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies and other arts.

**Essential Question (overarching concept):**

How have animals been a source of inspiration to artists over the years?

How has literature over the years affected art?

**Procedures/Content (teacher guided, independent, warm-up activities, closure activities):**

Students will gather on the carpet area for the teacher to introduce the wonderful novel, “Wolf’s Coming” by Joe Kulka. The teacher will read this enchanting story of a wolf. The animals run away from the wolf as fast as they can, as he gets closer and closer. Soon Wolf’s eyes are peeking through the window, then slowly the front door opens. Surprise! It is Wolf’s surprise birthday party.

The teacher will ask guided and open-ended questions regarding the story. For example, “What do you think the word “ember” means, etc.? Students will be encouraged to make predictions and connections throughout the novel.

Students will also look at cave paintings from the caves in France and Spain. They will see that animals have been a source of inspiration to artists (visual artists as well as writers) for thousands of years.

Students will move to the “Demonstration” table. Students will be introduced to a number of pictures of wolves and observe how we can draw animals using different shapes.

Process: Students will return to their tables to draw an outline drawing of their wolf using a black oil pastel. Students will use black watercolor to paint their wolves including their wolf’s “ember” eyes.

**Lesson 2:** Students will design Autumn sky (whole page) background using a water color wash combination of blues, purple or reds and oranges. Students will be introduced to the concepts of a watercolor wash. Once the student has completed this step, they may continue to cut-out their wolf picture from the previous lesson.

**Lesson 3:** The student will design a tree from brown colored construction paper. The teacher will introduce to the students a variety of tree pictures and talk about a tree’s structure, what happens to the trees in the autumn, etc. Students will also draw autumn leaves on white drawing paper using oil pastels and water colors. Students will make connections within their community and environment. Once dry, the students may cut-out.

**Lesson 4:** The students will glue all their drawings onto the background watercolor wash. The teacher will rotate and assist with gluing the wolf, tree and leaves down. The teacher will assist with cutting a fold-out door in the tree for the Wolf’s cake. While the teacher is assisting with the gluing down, the students will create a small birthday cake out of construction paper to glue inside the door of the tree. The students may embellish with pretend candles, flames, use sequins, glitter glue, etc..

Assessment/Rubric (Feedback):

Additional Resources/Notes:

This is a “layered” multi-lesson unit. It has been very successful and the students have enjoyed it immensely. Numerous other books may be read to the students. For example, “A Tree is Nice” by Janice Udry.

Take what you can, make it your own and enjoy!

Cheers!